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ABSTRACT

This unit of work is designed to provide the participant with an overview of the purposes, methods, and techniques for testing English as a Second Language (ESL) and practical classroom applications. Given the series of learning alternatives on testing that are presented in this module, the participant should be able to: (a) demonstrate knowledge of basic testing principles and concerns and (b) apply knowledge of principles to test evaluation and construction. Exercises are provided to serve as both pre- and post-assessments of the participant's mastery of the terminal objectives of the module. Learning alternatives are presented in outline form. The alternatives include various readings and the evaluation of 29 specific tests in terms of the needs of a particular group of second-language learners. (JA)

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TEACHER CORPS BILINGUAL PROJECT
UNIVERSITY OF HARTFORD
WEST HARTFORD, CONNECTICUT
DR. PERRY A. ZIRKEL, DIRECTOR

MODULAR SEQUENCE:
ENGLISH AS A SECOND LANGUAGE
METHODS AND TECHNIQUES

TTP 001.15 TESTING

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EDUCATION & WELFARE
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SP008 321

COLLEGE OF EDUCATION
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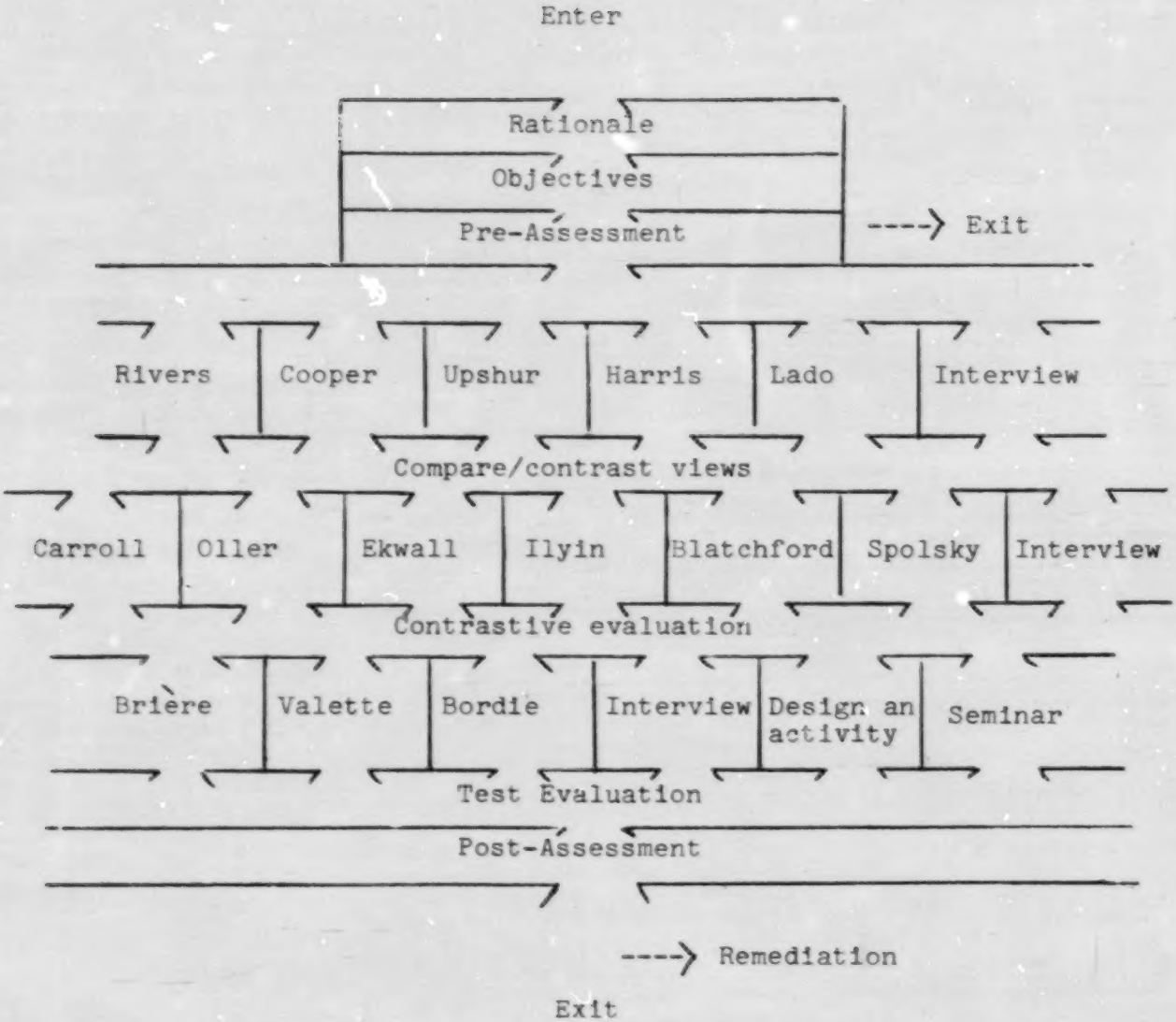
DR. IRVING S. STARR, DEAN

TESTING


Enter
Rationale
Objectives
Pre-Assessment
----> Exit
Rivers
Cooper
Upshur
Harris
Lado
Interview
Compare/contrast views
Carroll
Oller
Ekwall
Ilyin
Blatchford
Spolsky
Interview
Contrastive evaluation
Brière
Valette
Bordie
Interview
Design an activity
Seminar
Test Evaluation
Post-Assessment
----> Remediation
Exit

RATIONALE

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Of major importance to the ESL teacher is an evaluation of the effectiveness of instruction, or the assessment of what his/her pupils have learned. In addition, the teacher is concerned with the aptitude of his/her pupils and their general proficiency in English for assessing potential as well as performance.

This unit of work will provide the participant with an overview of the purposes, methods and techniques for testing ESL and practical classroom applications.

OBJECTIVES

Given a series of learning alternatives on testing, the participant will be able to:

- -demonstrate knowledge of basic testing principles and concerns;
- -apply knowledge of principles to test evaluation and construction.

PRE-ASSESSMENT

To assess your prior mastery of the terminal objectives of this unit of work, complete the following exercise.

Directions: Answer the following questions according to the directions noted in each.

I. What are the basic principles a teacher should follow in the construction of valid classroom tests?

II. In what ways can the teacher apply these principles in the evaluation of standardized tests?

Learning Alternatives:

I. Select two of the following:

A. Read:

Rivers, Wilga, Teaching Foreign Language Skills (Chicago: The University of Chicago Press, 1968), pp. 286-317.

Activity: Restate Rivers' principles of testing in terms of your own teaching situation.

B. Read:

Cooper, Robert L., "Testing," in Allen and Campbell, pp. 330-345.

Activity: Answer the questions at the beginning of the article.

C. Read:

Upshur, John A., "Cross-Cultural Testing: What to Test," in Allen and Campbell, pp. 355-366.

Activity: Summarize Upshur's concerns in terms of your own teaching situation.

D. Read:

Harris, David P., Testing English as a Second Language (New York: McGraw-Hill Book Co., 1969), pp. 1-23.

Activity: Prepare a brief summary of Harris' major points.

E. Read:

Lado, Robert, Language Testing (New York: McGraw-Hill Book Co., 1961), pp. 20-37.

Activity: Summarize Lado's major points.

F. Interview a teacher to determine the basic principles and concerns of testing English as a Second Language.

II. Compare/contrast the views of the resources you selected in #I. Share your results with your instructor and/or peers.

III. Select two of the following. After consulting your sources, prepare a contrastive evaluation of their ideas and share your findings with your instructor and/or peers.

A. Read:

Carroll, John B., "Fundamental Considerations in Testing for English Language Proficiency of Foreign Students," in Allen and Campbell, pp. 313-320.

B. Read:

Oller, John W., Jr., "Dictation as a Test of Oral Proficiency," in Allen and Campbell, pp. 346-354.

C. Read:

Ekwall, E.E., "Method of Testing for Various Consonant and Vowel Sounds," Elementary English 50 (January 1973), 43-45 and 48.

D. Read:

Ilyin, Donna, "Structure Placement Tests for Adults in English-Second-Language Programs in California," TESOL Quarterly (December 1970), 323-330.

E. Read:

Blatchford, Charles H., "A Theoretical Contribution to ESL Diagnostic Test Construction," TESOL Quarterly (December 1971), 209-215.

F. Read:

Spolsky, Bernard, Penny Murphy, Wayne Holm, and Allen Ferrel, "Three Functional Tests of Oral Proficiency," TESOL Quarterly (September 1972), 221-235.

IV. Select two of the following. After consulting your sources, discuss your findings with your instructor and/or peers.

A. Read:

Brière, Eugène J., "Are We Really Measuring Proficiency With Our Foreign Language Tests?" in Allen and Campbell, pp. 321-329.

B. Read:

Valette, Rebecca M., "Evaluation of Learning in A Second Language," in Benjamin S. Bloom, J. Thomas Hastings and George F. Madaus, Handbook on Formative and Summative Evaluation of Student Learning (New York: McGraw-Hill Book Co., 1971), pp. 836-840.

C. Read:

Bordie, John G., "Language Tests and Linguistically Different Learners: The Sad State of the Art," Elementary English, 47 (October 1970), 814-828.

D. Interview a teacher to determine unresolved critical areas of concern in testing second-language learners.

E. Design your own learning activity.

F. Attend a seminar as scheduled by your module coordinator.

V. Evaluate three of the following tests in terms of the needs of a particular group of second-language learners.

1. BARRETT-RYAN-SCHRAMMEL ENGLISH TEST
   Harcourt, Brace and World, Inc.
   757 Third Avenue, New York, New York 10017

2. CALIFORNIA ACHIEVEMENT TEST
   California Test Bureau
   DelMonte Research Park
   Monterey, California 93940

3. CALIFORNIA LANGUAGE TESTS
   California Test Bureau
   DelMonte Research Park
   Monterey, California 93940

4. COOPERATIVE ENGLISH TEST: USAGE, SPELLING, AND VOCABULARY
   Cooperative Test Division
   Educational Testing Service
   Princeton, New Jersey 08540

5. COOPERATIVE SCHOOL AND COLLEGE ABILITY TEST
   Cooperative Test Division
   Educational Testing Service
   Princeton, New Jersey 08540

6. DIFFERENTIAL APTITUDE TEST
   Psychological Corporation
   304 E. 45th Street
   New York, New York 10017

7. GLORIA AND DAVID BEGINNING ENGLISH, SERIES NO. 20, TEST 6, LANGUAGE ARTS-SPANISH-ENGLISH
   Language Arts, Incorporated
   1205 W. 34th Street
   Austin, Texas 78705

8. ESSENTIALS OF ENGLISH TEST
   American Guidance Service, Inc.
   720 Washington Avenue, S.E.
   Minneapolis, Minnesota 55414

9. MARIANNE FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION
Consulting Psychologists Press
577 College Avenue
Palo Alto, California 94306

10. GREENE-STAPP LANGUAGE ABILITIES TEST
Harcourt, Brace and World, Inc.
757 Third Avenue
New York, New York 10017

11. ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITY
University of Illinois Press
Urbana, Illinois 61803

12. IOWA TEST OF BASIC SKILLS
Houghton Mifflin Company
2 Park Street
Boston, Massachusetts 02107

13. THE IOWA TEST OF EDUCATIONAL DEVELOPMENT
Science Research Associates
259 E. Erie Street
Chicago, Illinois 60611

14. METROPOLITAN ACHIEVEMENT TEST
Harcourt, Brace and World, Inc.
757 Third Avenue
New York, New York 10017

15. METROPOLITAN READINESS TEST
Harcourt, Brace and World, Inc.
757 Third Avenue
New York, New York 10017

16. OBJECTIVE TEST IN ENGLISH (GRAMMAR)
Perfection Form Company
214 W. Eighth Street
Logan, Iowa 51546

17. PERSONNEL TESTS FOR INDUSTRY: ORAL DIRECTIONS TEST
Psychological Corporation
304 E. 45th Street
New York, New York 10017

18. PEABODY PICTURE VOCABULARY TEST
American Guidance Services, Inc.
720 Washington Avenue, S.E.
Minneapolis, Minnesota 55414

19. THE PURDUE HIGH SCHOOL ENGLISH TEST
Houghton Mifflin Company
2 Park Street
Boston, Massachusetts 02107

20. S. R. A. HIGH SCHOOL PLACEMENT TEST
Science Research Associates
259 E. Erie Street
Chicago, Illinois 60611

21. S. R. A. ACHIEVEMENT SERIES: LANGUAGE ARTS TESTS
Science Research Associates
259 E. Erie Street
Chicago, Illinois 60611

22. SEQUENTIAL TEST OF EDUCATIONAL PROGRESS
Cooperative Test Division
Educational Testing Services
Princeton, New Jersey 08541

23. STANFORD ACHIEVEMENT TEST
Harcourt, Brace and World, Inc.
757 Third Avenue
New York, New York 10017

24. STANFORD-BINET IQ SCALE
Houghton Mifflin Company
2 Park Street
Boston, Massachusetts 02107

25. ENGLISH USAGE TEST FOR NON-NATIVE SPEAKERS OF ENGLISH

26. MICHIGAN TEST OF ENGLISH LANGUAGE PROFICIENCY
Follet's Michigan Bookstore
322 S. State Street
Ann Arbor, Michigan 48104

27. LISTENING TEST FOR STUDENTS OF ENGLISH AS A SECOND LANGUAGE

28. TEST OF ENGLISH AS A FOREIGN LANGUAGE
Educational Testing Services
Princeton, New Jersey 08540

29. ORAL RATING FORM FOR RATING LANGUAGE PROFICIENCY IN SPEAKING AND UNDERSTANDING ENGLISH
American Language Institute
3065 O Street, N. W.
Washington, D.C. 20007

POST-ASSESSMENT

Based on the information you have acquired in this unit of work, construct and administer a short test to a particular group of second language learners. Document your theoretical concerns, procedures for construction and implementation, and your results.

Competency will be certified when your module coordinator has ascertained that the submitted post-assessment is of acceptable quality.

Remediation: Alternate learning activities are available on a contractual basis with the module coordinator.

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10. Spolsky, Bernard, Penny Murphy, Wayne Holm, and Allen Ferrel, "Three Functional Tests of Oral Proficiency," TESOL Quarterly (September 1972).